



James Island Elementary

1872 Grimball Rd.
Charleston, SC 29412

Grades	PK-5 Elementary School	
Enrollment	508 Students	
Principal	Cathy H. Coleman	843-762-8240
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Hillery Douglas	843-767-0740

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	At-Risk
2007	Average	At-Risk
2006	Average	At-Risk
2005	Good	Good
2004	Good	At-Risk

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

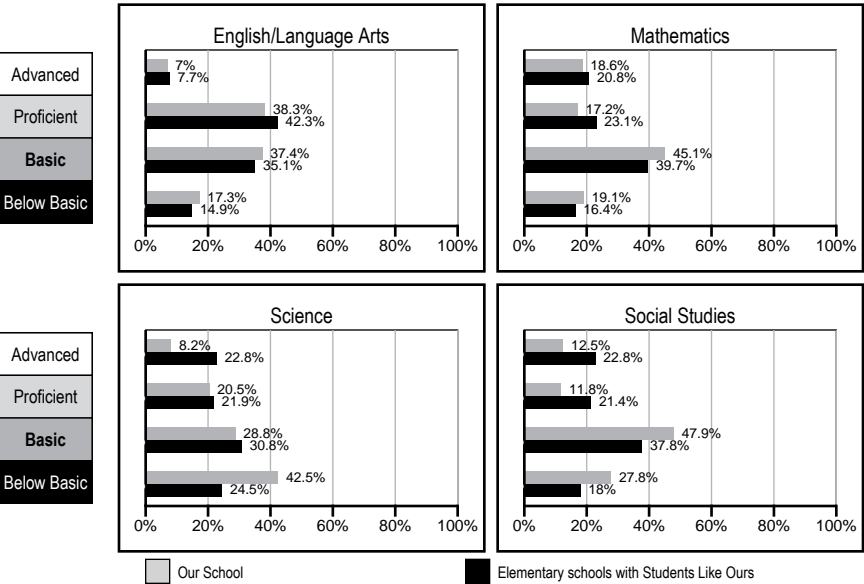
92.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	30	54	4	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=508)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.1%	Down from 3.2%	2.1%	2.3%
Attendance rate	96.4%	Up from 96.3%	96.4%	96.3%
Eligible for gifted and talented	11.2%	Down from 14.7%	13.6%	10.4%
With disabilities other than speech	5.4%	Down from 5.9%	7.1%	7.5%
Older than usual for grade	0.5%	Down from 1.0%	0.4%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%
Teachers (n=33)				
Teachers with advanced degrees	54.5%	Down from 56.3%	56.0%	56.7%
Continuing contract teachers	81.8%	Down from 90.6%	78.6%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	87.4%	Down from 90.7%	89.0%	86.4%
Teacher attendance rate	94.9%	Up from 94.0%	94.9%	94.9%
Average teacher salary	\$44,144	Up 0.6%	\$45,998	\$45,345
Professional development days/teacher	5.4 days	Down from 20.6 days	12.1 days	12.6 days
School				
Principal's years at school	5.0	Up from 4.0	5.0	4.0
Student-teacher ratio in core subjects	20.7 to 1	Up from 14.6 to 1	19.3 to 1	18.5 to 1
Prime instructional time	90.8%	Up from 89.4%	90.2%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,955	Down 0.3%	\$6,395	\$7,052
Percent of expenditures for instruction*	70.7%	Up from 69.4%	69.8%	69.1%
Percent of expenditures for teacher salaries*	55.5%	Down from 65.4%	65.4%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

James Island Elementary continues its trend of higher scores and greater achievements. The State Education Oversight Committee applauded us for successfully closing the Achievement Gap. We are one out of twenty schools in the district awarded this honor. This type of evaluation reflects our true dedication to the high-quality education of all of our children.

Our PTA and SIC continue to grow as student enrollment increases each year. In addition, numerous business partners have committed their alliance and support. This support comes not only in monetary donations, but in mentor relationships, tutoring buddies, classroom resources, and countless hours on constructions for the outdoor classroom.

JIES continues to be involved in a three-year grant from the State Department to improve language arts scores. We want to raise the bar for all of our students and challenge them to be independent and confident readers and writers.

Our continued partnership with the College of Charleston expands our instructional practices and offers professional development for our teachers. The Outdoor Classroom by our pond is a huge accomplishment that derived from our affiliation with the College of Charleston. Children in the outdoor setting will have a unique opportunity to learn in a powerful way. Students will grow in their knowledge about the Lowcountry without leaving their own backyard.

I hope you have enjoyed reading about our successes. This serves as an open invitation for you to come and visit our school and see for yourself the outstanding job our staff and parents do every day.

Cathy H. Coleman, Principal
Tricia Farrelly, SIC

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	8	74	62
Percent satisfied with learning environment	87.5%	86.5%	93.3%
Percent satisfied with social and physical environment	87.5%	85.1%	98.4%
Percent satisfied with school-home relations	87.5%	90.5%	85.2%

* Only students at the highest elementary school grade level and their parents were included.

No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 13 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	8.7%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	232	99.6	16.7	37.7	38.1	7.4	59.5	53.5	48.2	Yes	Yes
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Gender

Male	120	100	19.1	39.1	36.4	5.5	54.5	47.3	41.7	N/A	N/A
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Female	112	99.1	14.3	36.2	40	9.5	64.8	59.9	55	N/A	N/A
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Racial/Ethnic Group

White	115	100	4.7	31.1	56.6	7.5	80.2	77.6	60	Yes	Yes
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African American	109	99.1	30.7	43.6	20.8	5	36.6	32.1	31.7	No	Yes
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Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	75.1	70.4	I/S	I/S
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Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	41.9	38.4	I/S	I/S
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American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	73.2	47	I/S	I/S
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Disability Status

Disabled	25	100	52	32	4	12	28	20.4	16	I/S	I/S
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.4	38.1	N/A	N/A
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English Proficiency

Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	40	36.9	I/S	I/S
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Socio-Economic Status

Subsided meals	105	99.1	28.1	42.7	24	5.2	42.7	33	34	No	Yes
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Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	233	100	18.9	45.2	17.5	18.4	50.7	49.7	45.8	Yes	Yes
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Gender

Male	121	100	20.7	38.7	20.7	19.8	53.2	49.5	45.6	N/A	N/A
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Female	112	100	17	51.9	14.2	17	48.1	49.9	45.9	N/A	N/A
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Racial/Ethnic Group

White	116	100	4.7	40.2	28	27.1	72	75.6	59	Yes	Yes
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African American	109	100	35.3	49	6.9	8.8	27.5	26.2	26.9	No	Yes
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Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	78.9	71.3	I/S	I/S
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Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	40.3	38.1	I/S	I/S
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American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	61	46.2	I/S	I/S
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Disability Status

Disabled	25	100	56	20	12	12	24	20.2	17.1	I/S	I/S
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	45.5	32.5	N/A	N/A
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English Proficiency

Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	40.1	38.7	I/S	I/S
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Socio-Economic Status

Subsided meals	105	100	33	47.4	10.3	9.3	33	28.3	31.4	No	Yes
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* Adj - Adjusted to account for natural variation in performance.

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I/S--Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	159	98.7	41.9	29.1	20.9	8.1	29.1	39.2	35.7	96.4	96
Gender											
Male	82	97.6	39.5	32.9	17.1	10.5	27.6	40.8	37.4	96.1	95.8
Female	77	100	44.4	25	25	5.6	30.6	37.6	33.8	96.6	96.1
Racial/Ethnic Group											
White	82	98.8	20.8	37.7	29.9	11.7	41.6	66.4	49.2	96	96.1
African American	71	98.6	70.8	15.4	10.8	3.1	13.8	15.3	17	96.7	95.8
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	63.5	58	98.7	97.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	26	24.9	97.4	96.2
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	66.7	37.4	97.1	95.7
Disability Status											
Disabled	16	100	68.8	18.8	6.3	6.3	12.5	16.6	14	95.6	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.2
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	26.5	24.4	97.9	96.3
Socio-Economic Status											
Subsided meals	70	97.1	67.2	17.2	7.8	7.8	15.6	17.1	21.1	96.1	95.5

Social Studies

All Students	155	100	27.4	47.9	12.3	12.3	24.7	40.2	34	96.4	96
Gender											
Male	78	100	26.4	50	11.1	12.5	23.6	42	36.6	96.1	95.8
Female	77	100	28.4	45.9	13.5	12.2	25.7	38.3	31.3	96.6	96.1
Racial/Ethnic Group											
White	77	100	18.3	45.1	18.3	18.3	36.6	63.3	44.5	96	96.1
African American	74	100	36.6	49.3	7	7	14.1	19.1	19.1	96.7	95.8
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	74.3	58.9	98.7	97.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	29.3	27.5	97.4	96.2
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	40	32.7	97.1	95.7
Disability Status											
Disabled	16	100	43.8	43.8	6.3	6.3	12.5	18.2	14.4	95.6	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.2
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	31.9	27.3	97.9	96.3
Socio-Economic Status											
Subsided meals	71	100	38.8	44.8	10.4	6	16.4	20.1	21	96.1	95.5

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	80	100	6.8	23	64.9	5.4	70.3
	4	66	100	11.3	45.2	38.7	4.8	43.5
	5	74	100	18.3	36.6	43.7	1.4	45.1
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	76	98.7	5.5	31.5	47.9	15.1	63
	4	81	100	19.7	35.5	42.1	2.6	44.7
	5	75	100	25.8	47	22.7	4.5	27.3
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	80	100	12.2	32.4	40.5	14.9	55.4
	4	66	100	22.6	43.5	24.2	9.7	33.9
	5	74	100	25.4	36.6	23.9	14.1	38
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	77	100	10.7	45.3	24	20	44
	4	81	100	21.1	44.7	11.8	22.4	34.2
	5	75	100	25.8	45.5	16.7	12.1	28.8
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	41	100	24.3	48.6	18.9	8.1	27
	4	66	100	60.7	24.6	13.1	1.6	14.8
	5	40	100	27.3	42.4	18.2	12.1	30.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	39	100	15.8	44.7	28.9	10.5	39.5
	4	81	100	47.4	25	19.7	7.9	27.6
	5	39	94.9	58.8	20.6	14.7	5.9	20.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	40	100	8.3	52.8	27.8	11.1	38.9
	4	66	100	21.3	60.7	11.5	6.6	18
	5	40	100	15.2	51.5	15.2	18.2	33.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	39	100	2.6	55.3	18.4	23.7	42.1
	4	81	100	30.3	50	13.2	6.6	19.7
	5	35	100	50	34.4	3.1	12.5	15.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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